



Berkeley Middle

320 North Live Oak Drive
Moncks Corner, SC 29461

| | | |
|-----------------------|-------------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 1,153 Students | |
| Principal | Lee A. Westberry, Ed.D. | 843-899-8840 |
| Superintendent | Dr. J. Chester Floyd | 843-899-8600 |
| Board Chair | Douglas Cooper | 843-819-3320 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------------|
| 2008 | Below Average | Below Average |
| 2007 | Below Average | Below Average |
| 2006 | Below Average | At-Risk |
| 2005 | Below Average | Below Average |
| 2004 | Average | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

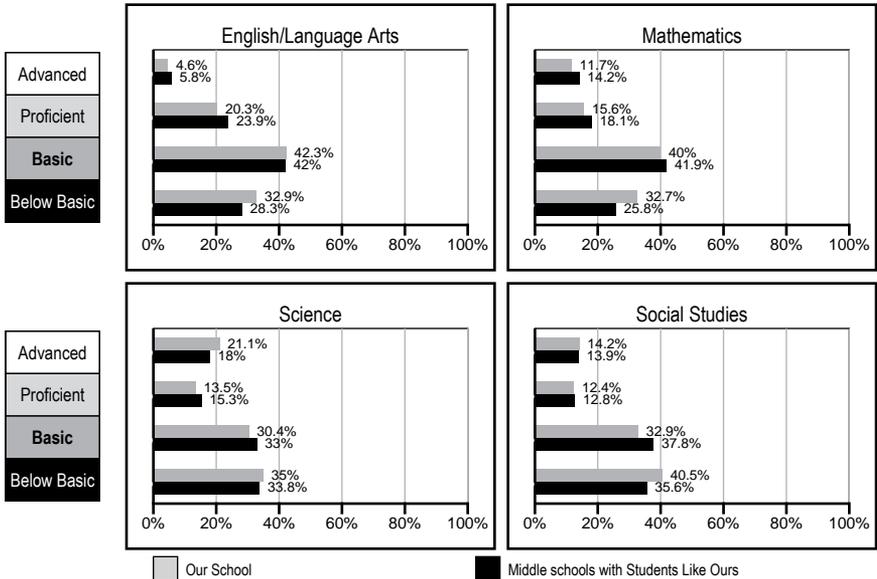
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 0 | 20 | 26 | 3 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 98.9 | 97.9 |
| English 1 | 97.0 | 97.5 |
| Physical Science | 0 | 48.7 |
| All Subjects | 97.4 | 97.6 |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=1,153) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 26.4% | Up from 17.5% | 23.3% | 19.4% |
| Retention rate | 5.7% | Down from 8.7% | 1.6% | 1.8% |
| Attendance rate | 95.7% | Up from 95.6% | 95.8% | 95.8% |
| Eligible for gifted and talented | 13.1% | Up from 11.8% | 17.2% | 15.3% |
| With disabilities other than speech | 13.9% | Up from 11.5% | 14.2% | 12.9% |
| Older than usual for grade | 5.6% | Up from 3.3% | 2.9% | 3.0% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 2.6% | Up from 0.8% | 0.6% | 0.7% |
| Annual dropout rate | 0.3% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n=73) | | | | |
| Teachers with advanced degrees | 42.5% | Down from 51.3% | 53.8% | 55.0% |
| Continuing contract teachers | 57.5% | Down from 59.0% | 73.7% | 70.6% |
| Teachers with emergency or provisional certificates | 7.3% | Up from 3.4% | 5.3% | 5.4% |
| Teachers returning from previous year | 78.7% | Down from 81.1% | 85.0% | 83.4% |
| Teacher attendance rate | 94.7% | Up from 93.9% | 94.9% | 94.9% |
| Average teacher salary | \$44,077 | Up 0.9% | \$44,375 | \$44,706 |
| Professional development days/teacher | 11.1 days | Down from 12.4 days | 11.3 days | 11.8 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 7.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 22.2 to 1 | Up from 20.3 to 1 | 20.6 to 1 | 20.1 to 1 |
| Prime instructional time | 89.7% | Up from 88.4% | 89.2% | 89.3% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 92.6% | Down from 92.7% | 97.2% | 98.0% |
| Character development program | Excellent | No Change | Good | Good |
| Dollars spent per pupil* | \$7,186 | Up 16.0% | \$7,056 | \$7,097 |
| Percent of expenditures for instruction* | 60.7% | Down from 65.6% | 64.2% | 64.4% |
| Percent of expenditures for teacher salaries* | 56.6% | Down from 61.6% | 59.6% | 59.4% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Berkeley Middle School (BMS) is a large, diverse middle school comprised of 1,160 students. The staff has worked diligently this year to create a school environment in which students are challenged and valued as individuals in order to achieve their full potential.

This year, BMS participated in Making Middle Grades Work, A Comprehensive Improvement Framework. This framework allows for school improvement through teacher leadership and ownership. At BMS, the initiative is working! A Technical Assistance Team visited the school in March to review our successes and to charge the school with specific challenges for improvement. The results of this team visit pointed out many of our strengths: well-qualified staff, beautiful facilities, quality instruction, teacher collaboration, quality staff development, data-driven decision making, and the belief that all students matter. Challenges that were presented were already being addressed. Plans are in place for a series of parent workshops, transition camps for rising 6th grade students, a new mentor program which will provide a mentor for every child, as well as our A.C.E. Academy, a single gender choice program within the school.

New programs this year included our new student incentive Renaissance Program and awards ceremonies. Additionally, we have implemented a new Accelerated Reader Incentive Program. As a result, students are reading more than twice what they did the previous year. Lastly, we have over 30 clubs and activities implemented at Berkeley Middle this year. Our teachers eagerly demonstrate commitment to professional growth and development by sponsoring clubs and participating in instructional leadership teams. Teachers have really taken the charge of these new programs, and they continue to plan for more!

Students are showing their Berkeley pride in their participation in QUEST, Spelling Bee, and Robotics competitions. We have had several winners this year. We also have many students participating in All County Chorus, Band, and Strings as well as All Region Fine Arts.

We continue to offer a challenging curricula with high school credit courses: Algebra I, English I, Spanish I, French I, and Keyboarding/Computer Applications. Tutorial assistance is available for every student who needs it: a part of the belief that all students matter. In fact, students will enter a mandatory tutoring program next year when a student's grades fall below standard in a class. At BMS, failure is not an option!

Dr. Lee A. Westberry, Principal
Jay Jackson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 72 | 320 | 87 |
| Percent satisfied with learning environment | 59.7% | 64.7% | 58.6% |
| Percent satisfied with social and physical environment | 59.7% | 71.3% | 47.1% |
| Percent satisfied with school-home relations | 30.6% | 77.6% | 64.0% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

- * Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.8% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.9% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 7.0% | 0.0% | No |
| Student attendance rate | 95.7% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|------|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 1105 | 99.6 | 33.7 | 42.9 | 19.4 | 4.1 | 33.3 | 48.6 | 48.2 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 567 | 99.3 | 41.1 | 40.5 | 16 | 2.5 | 27.4 | 40.8 | 41.7 | N/A | N/A |
| Female | 538 | 99.8 | 26 | 45.4 | 22.9 | 5.7 | 39.4 | 56.8 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 634 | 99.5 | 26.8 | 43.4 | 24.5 | 5.3 | 40.3 | 55.4 | 60 | No | Yes |
| African American | 411 | 99.8 | 44.9 | 41.8 | 11.7 | 1.6 | 22.2 | 36.5 | 31.7 | No | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 73 | 70.4 | I/S | I/S |
| Hispanic | 43 | 97.7 | 33.3 | 42.4 | 15.2 | 9.1 | 36.4 | 39.9 | 38.4 | I/S | Yes |
| American Indian/Alaskan | 11 | 100 | 40 | 50 | 10 | 0 | 10 | 50 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 162 | 99.4 | 75.7 | 20.4 | 1.3 | 2.6 | 5.3 | 12.9 | 16 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 31 | 96.8 | 41.7 | 41.7 | 12.5 | 4.2 | 25 | 37.4 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 601 | 99.5 | 41.4 | 43.4 | 13.2 | 2 | 22.9 | 38.5 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|------|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 1105 | 99.7 | 34.4 | 41.4 | 14.1 | 10.1 | 34 | 44.2 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 567 | 99.7 | 38.1 | 37 | 15 | 9.9 | 34.7 | 44.4 | 45.6 | N/A | N/A |
| Female | 538 | 99.8 | 30.6 | 46 | 13.2 | 10.3 | 33.3 | 43.9 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 634 | 99.7 | 28.6 | 40.9 | 17.4 | 13.1 | 42.4 | 52.8 | 59 | Yes | Yes |
| African American | 411 | 99.8 | 44.9 | 41.3 | 8.9 | 5 | 20.1 | 28.2 | 26.9 | No | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | 71.3 | I/S | I/S |
| Hispanic | 43 | 100 | 30.3 | 45.5 | 12.1 | 12.1 | 36.4 | 38.9 | 38.1 | I/S | Yes |
| American Indian/Alaskan | 11 | 100 | 20 | 70 | 0 | 10 | 40 | 47.5 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 162 | 99.4 | 69.7 | 22.4 | 5.9 | 2 | 11.2 | 14.6 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 31 | 100 | 33.3 | 45.8 | 12.5 | 8.3 | 33.3 | 38.6 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 601 | 99.8 | 42.2 | 41.8 | 9.4 | 6.5 | 23.7 | 33.8 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 754 | 99.6 | 34.5 | 30.7 | 13.5 | 21.3 | 34.8 | 35.1 | 35.7 | 95.7 | 96.4 |
| Gender | | | | | | | | | | | |
| Male | 398 | 99.5 | 36.4 | 28.5 | 11.7 | 23.4 | 35.1 | 36.3 | 37.4 | 95.7 | 96.3 |
| Female | 356 | 99.7 | 32.4 | 33 | 15.5 | 19.1 | 34.5 | 33.9 | 33.8 | 95.8 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 429 | 99.5 | 27.5 | 28 | 15.3 | 29.2 | 44.6 | 44.8 | 49.2 | 95.2 | 96 |
| African American | 281 | 99.6 | 44.8 | 34.4 | 10.8 | 10 | 20.8 | 18.5 | 17 | 96.6 | 96.9 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 51.3 | 58 | 98.4 | 97.5 |
| Hispanic | 33 | 100 | 40 | 36 | 8 | 16 | 24 | 26.8 | 24.9 | 95 | 96.7 |
| American Indian/Alaskan | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 38.7 | 37.4 | 95.5 | 95.2 |
| Disability Status | | | | | | | | | | | |
| Disabled | 116 | 99.1 | 72.9 | 17.8 | 2.8 | 6.5 | 9.3 | 9.8 | 14 | 94.8 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 24 | 100 | 52.9 | 23.5 | 5.9 | 17.6 | 23.5 | 24.3 | 24.4 | 95.2 | 96.9 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 421 | 99.5 | 43.2 | 32.2 | 11.5 | 13.1 | 24.6 | 23.7 | 21.1 | 95.4 | 96.1 |
| Social Studies | | | | | | | | | | | |
| All Students | 751 | 99.7 | 40.2 | 33.2 | 12.4 | 14.2 | 26.6 | 34.6 | 34 | 95.7 | 96.4 |
| Gender | | | | | | | | | | | |
| Male | 368 | 99.5 | 43.7 | 26.4 | 12.3 | 17.6 | 29.9 | 36.3 | 36.6 | 95.7 | 96.3 |
| Female | 383 | 100 | 36.8 | 39.6 | 12.5 | 11.1 | 23.5 | 32.8 | 31.3 | 95.8 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 432 | 99.8 | 33.5 | 33.7 | 13.9 | 18.8 | 32.8 | 40.9 | 44.5 | 95.2 | 96 |
| African American | 279 | 99.6 | 50.4 | 32.7 | 10.4 | 6.5 | 16.9 | 22.7 | 19.1 | 96.6 | 96.9 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 59.5 | 58.9 | 98.4 | 97.5 |
| Hispanic | 28 | 100 | 42.9 | 33.3 | 9.5 | 14.3 | 23.8 | 31.3 | 27.5 | 95 | 96.7 |
| American Indian/Alaskan | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 34.8 | 32.7 | 95.5 | 95.2 |
| Disability Status | | | | | | | | | | | |
| Disabled | 109 | 100 | 66 | 24.3 | 3.9 | 5.8 | 9.7 | 11.8 | 14.4 | 94.8 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 18 | 100 | 35.7 | 42.9 | 14.3 | 7.1 | 21.4 | 29.6 | 27.3 | 95.2 | 96.9 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 401 | 99.8 | 48.8 | 32.4 | 11.2 | 7.6 | 18.8 | 25.5 | 21 | 95.4 | 96.1 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 413 | 99.8 | 35.8 | 39.2 | 19.8 | 5.2 | 25 |
| | 7 | 379 | 99.5 | 34.9 | 43.9 | 18.6 | 2.6 | 21.2 |
| | 8 | 344 | 99.7 | 35.4 | 47.5 | 14.6 | 2.5 | 17.1 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 339 | 99.4 | 28.7 | 38.6 | 25.9 | 6.8 | 32.7 |
| | 7 | 402 | 99.5 | 35.3 | 44.6 | 17.4 | 2.7 | 20.1 |
| | 8 | 364 | 99.7 | 36.7 | 45.2 | 15.2 | 2.9 | 18.2 |
| Mathematics | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 413 | 99.8 | 29.4 | 42 | 18.8 | 9.8 | 28.6 |
| | 7 | 380 | 99.2 | 24.6 | 51 | 14.2 | 10.1 | 24.3 |
| | 8 | 344 | 99.4 | 34.2 | 51.3 | 11.1 | 3.5 | 14.6 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 339 | 99.7 | 31.8 | 34.9 | 18.2 | 15.1 | 33.3 |
| | 7 | 402 | 99.8 | 33.1 | 41.5 | 14.9 | 10.6 | 25.5 |
| | 8 | 364 | 99.7 | 38.4 | 47.5 | 9.4 | 4.7 | 14.1 |
| Science | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 204 | 100 | 47.2 | 32.1 | 10.9 | 9.8 | 20.7 |
| | 7 | 379 | 99.2 | 34.5 | 35.7 | 17.7 | 12.1 | 29.8 |
| | 8 | 169 | 100 | 30.7 | 36.6 | 20.3 | 12.4 | 32.7 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 172 | 99.4 | 47.8 | 19.3 | 14.3 | 18.6 | 32.9 |
| | 7 | 401 | 99.8 | 25.8 | 37.8 | 12.8 | 23.6 | 36.4 |
| | 8 | 181 | 99.5 | 40.8 | 26 | 14.2 | 18.9 | 33.1 |
| Social Studies | | | | | | | | |
| 2007 | 3 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | 211 | 99.5 | 29.3 | 42.9 | 18.8 | 8.9 | 27.7 |
| | 7 | 379 | 99.5 | 50.6 | 34.1 | 7.1 | 8.2 | 15.3 |
| | 8 | 173 | 100 | 33.5 | 53.4 | 8.1 | 5 | 13 |
| 2008 | 3 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | 168 | 99.4 | 16.6 | 32.5 | 20.9 | 30.1 | 50.9 |
| | 7 | 401 | 99.8 | 54.1 | 27.2 | 6.8 | 12 | 18.8 |
| | 8 | 182 | 100 | 32.7 | 46.8 | 16.4 | 4.1 | 20.5 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample